U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13TN3

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☐	☑	☐

Name of Principal: Dr. Samuel Underwood

Official School Name: Meigs Middle Magnet School

School Mailing Address: 713 Ramsey Street
Nashville, TN 37206-4015

County: Davidson State School Code Number*: 1900330

Telephone: (615) 271-3222 E-mail: samuel.underwood@mnps.org

Fax: (615) 271-3223 Web site/URL: http://www.meigsmagnetms.mnps.org/site16.aspx

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Jesse Register Superintendent e-mail: jesse.register@mnps.org

District Name: Metropolitan Nashville Public Schools District Phone: (615) 259-4636

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Cheryl Mayes

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district
   - 77 Elementary schools (includes K-8)
   - 47 Middle/Junior high schools
   - 24 High schools
   - 0 K-12 schools
   - 148 Total schools in district

2. District per-pupil expenditure: 11012

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	82	88	170
6	84	86	170
7	81	88	169
8	92	100	192
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			701

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
8 %	Asian
26 %	Black or African American
4 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
62 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	1
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2011	712
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 27%

Total number of students who qualify: 192

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%

Total number of students served: 6

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
3	Emotional Disturbance	2	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	28	2
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	11	0
Paraprofessionals	0	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	12	1
Total number	53	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	
Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other	%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

In 1863, Meigs had its beginnings as a grammar school for African American students. The name was chosen in honor of James L. Meigs, Nashville's second superintendent of schools. Nashville did not have any high schools open to African American students, so grades 9 and 10 were added in 1886 and grade 11 one year later. In 1888, Meigs had its first graduating class of seniors.

Meigs' high school classes were moved to Pearl in 1889 and for the next 60 years, Meigs educated African American students in grades K-8. During this time, a tornado leveled the original Meigs building ,and it was rebuilt in 1933. In 1958, Meigs became a high school and graduated classes through the spring of 1969. In 1970, it became a junior high school.

In order to satisfy desegregation requirements set by Federal Court, the Nashville School Board voted to create an academic magnet school in an inner city area. Caldwell Magnet School opened its doors to 450 students in August 1983. Within three years, the magnet school program outgrew the Caldwell physical plant and moved in August 1986 to the larger Meigs facility at 713 Ramsey Street, and the name was changed. At the end of 2001, the school was temporarily moved to the Highland Heights building while Meigs underwent demolition and reconstruction. In August of 2004, Meigs Academic Magnet School was dedicated and re-opened as a middle school for 5-8 graders.

Meigs is a school of choice, offering advanced in-depth instruction to meet the needs of an active high achieving student body. Our diverse students come from all areas of Davidson County and must meet academic requirements for entry. Students must score a minimum of proficient in reading and math on TCAP as well as maintain an 85 GPA on the most recent scores at the time of application. Once parents apply for their child to attend Meigs, the students are assigned numbers, and the students are selected by means of a lottery for any openings. In order to assist parents and prospective students in the decision making process, we host walk-through tours, an Open House, and a new student orientation the summer prior to the opening of school in August.

Meigs currently serves a diverse group of 689 students in grades 5-8. Our mission at Meigs is to provide a rigorous liberal arts curriculum that will allow our capable learners to perform at high standards of academic and social development. Every classroom has our mission statement posted, and it is a part of our daily morning announcements. Our vision is that all students will become enthusiastic and successful life-long learners, creative thinkers, and responsible citizens in the global community.

Curriculum offerings support both Meigs' mission and vision statements. In addition to our core academic offerings, the curriculum is enhanced with courses in the arts and foreign languages. Our courses include: visual art, computer, physical education, drama, band, strings, general music, and foreign languages. Many student competitions in these areas have filled our glass cases with trophies, ribbons, plaques, and awards.
Meigs also offers students the opportunity to participate in school life via clubs, sports, and other after school activities. Most clubs meet weekly, and some of the offerings are Chess, Running, Environment, Book Clubs, Yearbook, Newspaper, App-titude, Student Council, Forensics, Writing, and Glee Club.

Our student council activities support our school outreach to the community. Two of the events are a food drive for Second Harvest Food bank and a holiday drive for families in need from a nearby elementary school. For in-reach to support social and emotional needs of students, they sponsor school dances, programs, and special incentives.

Meigs also offers an extensive sports program for 7th and 8th grade students. They may participate in volleyball, basketball, cheerleading, soccer, wrestling, baseball, football, and track. All students are

encouraged to attend and support these athletic events. Meigs holds many Eastern division records for these sports.

Our dynamic PTO works diligently to provide professional development funds, technology, and classroom support. Monthly meetings are held, and programs focus on encouraging parents to be involved in their children's education.

This year, Meigs was awarded Reward School status in Tennessee. The state Reward Schools rank in the top 5 percent of schools for performance or progress — as measured by overall student achievement levels or school-wide value-added data. Meigs' award is based on student achievement AND student growth for the 2011-2012 academic year. Also, Meigs was listed in Education Consumer Report as the number one ranked middle school in Tennessee based on student achievement and student growth. Meigs is also accredited by the Southern Association of Colleges and Schools.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

At Meigs Magnet, our focus is to appropriately challenge and equip all students to increase their overall academic achievement in all subjects. It is not merely acceptable for our students to score proficient or advanced. We strive to have all students show academic gains from one year to the next. Although there is an academic requirement to attend Meigs, some students selected in the lottery enter with a Tennessee Comprehensive Assessment Program (TCAP) math and/or reading score below proficient. This creates a unique challenge for our teachers. Meigs teachers must differentiate their instruction to provide the added rigor for our gifted and higher-achieving students but also provide opportunities for remediation for our lower-achieving students. Meigs teachers continue to overcome this challenge. This is evident by the fact our school was recognized by the state of Tennessee as a 2012 Reward School. We received this honor because our students' academic growth and overall academic achievement was in the top 5% in the state.

Our most recent math and reading achievement data reveal we do not have significant achievement gaps in overall proficiency (≥10% gap between a student subgroup vs. all students). The overall gains in math and reading over the past three years may be attributed to a variety of factors. Some of these factors may include the following: exceptional teachers and staff, supportive parents, low teacher turn over, a rigorous curriculum aligned with state content standards, and high expectations for our students and staff. It should be noted that the TCAP test, content standards, and proficiency bands changed between 2009 and 2010. The standards became more rigorous and the proficiency bands changed from a three tier system (Advanced, Proficient, and Below) to a four tier system (Advanced, Proficient, Basic, and Below). This would explain the significant decrease in scores between those years.

Reading
During the 2011-2012 school year, 95% of our students scored proficient or advanced on the TCAP reading assessment and 38% scored advanced. The previous year, 96% of our students scored proficient or advanced in reading and 35% scored advanced. This was a 1% drop in overall proficiency, but a 3% increase in the percent of students scoring advanced. Over the past three years, approximately 96% of our students scored at least proficient or advanced in reading. Last year, the percent of Asian students scoring proficient or advanced in reading improved from 92% to 98%. Last year, 92% or more of all student subgroups scored proficient or advanced in reading. Small reading proficiency gaps exist between black and Free-Reduced Lunch students versus other student subgroups. However, the percent of FRL students scoring advanced in reading last year improved 3% (22% to 25% advanced) and the percent of black students scoring advanced in reading improved almost 3%, as well (18.2% to 20.7% advanced). Unfortunately, both Free-Reduced Lunch and black students' overall proficiency dropped slightly last year (about 1%). Last year, 99.7% of our 5th and 8th graders scored proficient or advanced (a score of ≥ 4) on the TCAP Writing assessment. In fact, 99% or more of all students scored proficient or advanced on the TCAP writing assessment over the past five years. Teachers are now preparing students for the more rigorous TCAP writing test in 2013 and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in 2015. Both of these assessments are aligned to the Common Core Standards.

Mathematics
During the 2011-2012 school year, approximately 89% of our students scored proficient or advanced on the TCAP math test and 61.5% scored advanced. The previous year, approximately 88% of our students scored proficient or advanced on the TCAP math test and 52.4% scored advanced. Although there was only a 1% gain in overall proficiency last year, there was almost a 10% gain in the percent of all students scoring advanced on TCAP math. Over the past three years, the percent of all students scoring proficient or advanced in math has increased from 81.2% to 88.6%, and the percent of all students scoring advanced in math has increased from 47% to 61.5%. Over the past three years, there was also a significant increase

in the percent of all student subgroups scoring advanced in math. Free and Reduced Lunch (FRL) eligible students increased from 35.2% to 49.7% advanced, Asian students increased from 66.7% to 74.5% advanced, black students increased from 28.4% to 44.3% advanced, Hispanic students increased from 56% to 60.7% advanced, White students increased from 52.4% to 66.8% advanced, and Special Education students increased from 42.5% to 56.5% advanced. Last year, the overall proficiency decreased for Asian students (95.9% to 86.9%). However, all other subgroups showed improvement in their overall proficiency. For the past four years, 100% of our Algebra 1 students scored proficient or advanced, and at least 93% of our Algebra 1 students scored advanced on the Algebra 1 End of Course (EOC) exam. Five years ago, only 76.5% of our students scored advanced on the Algebra 1 End of Course exam. Last year, only 59.5% of 8th graders scored proficient or advanced on TCAP math. Also, there was a 20% gap between the proficiency of black students versus all students, and a 13% gap between the proficiency of black students versus White students. Higher-achieving 8th grade students (roughly 50%) tend to be in the Algebra 1 and Geometry, and they take End of Course (EOC) exams instead of the TCAP math test. This may explain some of the discrepancy. However, this is not acceptable, and we are investigating ways to close the gap.

2. Using Assessment Results:

Various forms of assessment data are analyzed and used at Meigs to improve student and school performance. Some of this data includes the following: Tennessee Comprehensive Assessment Program (TCAP) data, DEA data, Tennessee Value-Added Assessment System (TVAAS) data, Individual teacher Student Growth Scores, and Student Growth data. Teachers access their students' TCAP results by logging into the district's Data Warehouse or by requesting this data from an administrator or data coach. Teachers use this data to make informed decisions on what standards they should place more or less emphasis on as well as what areas they need to improve on instructionally. Also, teachers have access to DEA (Discovery Education Assessment) test results. DEA is a practice TCAP test that is given three times each school year (September, November, and February). It tests students' proficiency levels in reading, math, and science. DEA results can be accessed and disaggregated by subgroup or content standard on the Discovery Education website and on the district's Data Warehouse. Teachers use DEA scores to help them gauge the standards for which they should focus their instruction. Also, teachers use the DEA scores later in the year to determine which students should be involved in after school tutoring or other remedial efforts prior to TCAP.

TVAAS data is used to track student academic gains and to improve teacher performance. TVAAS scores measure students' actual academic growth versus their projected growth (value added) in math, reading, science, and social studies. TVAAS data lets us see student gains and losses on a school, grade, teacher, and individual student level. The TVAAS data factors into 50% of teachers' evaluation score (see http://team-tn.org/teacher-model). Teachers with low student growth scores are placed on a more intensive evaluation plan where they have four observations throughout the school year (two scheduled and two unscheduled). The principals require these teachers to work on lesson plans with our consulting teacher, to observe teachers with high student growth scores, and to search for significant trends in their students' TCAP and DEA data.

This year, our district data coach has developed a unique TCAP student growth report. The new report helps us better track our students who are proficient or advanced but are not making gains in their academic achievement. We are piloting these reports within the district and with our teachers with the lowest student growth scores but will be expanding the use of these reports with all teachers. When reviewing these reports, we noticed some of our highest achieving students have been making significant losses in our lowest performing teachers' classrooms. This has led us to reexamine the need for differentiation and increased rigor for our highest achieving students. As a result, we have revamped our current Encore program. The Encore program is a general education program designed specifically to address the needs of intellectually gifted and academically talented learners. The new Encore model will allow our new Encore teacher to do pull-out, co-planning, consultation, and co-teaching with teachers.

Communicating Assessment Results
At Meigs, assessment results are shared with students, parents, and community members through various means. Student TCAP results are sent home to parents. Teachers review DEA results with students after each test, and teachers encourage their students to share their results with parents. TCAP, DEA, and other assessment data (i.e. grades) are also shared with parents and students when we have conferences. TVAAS data is available to the public on the TN Department of Education website (see http://edu.reportcard.state.tn.us/pls/apex/f?p=200:40:3002503837216119::NO). Since our school's TVAAS scores were consistently high from 2007-2011, we were named a "Straight A School" in both achievement and value-added. We have banners in our main office, gym lobby, and on our school website that proudly share this distinction. In the fall of this school year, our governor recognized Meigs as a 2012 Reward School for outstanding achievement and value-added scores. This was broadcast on television and on a live Internet feed.

Students' summative assessment results and grades are accessible online via GradeSpeed. GradeSpeed is an online grade book program used district wide. This year our school has embraced a standards based grading system. Under this new system, teachers' gradebook categories reflect their student learning targets or content standards for a particular grading period. When students (or parents) log into GradeSpeed, they can examine their level of mastery in each standard. Although practice assignments are scored, only summative assignments and tests count as grades. When students score below mastery on a summative assessment, they have the opportunity to retake the assessment. Every teacher provides their parents with a syllabus that outlines their learning targets for the grading period as well as their retake policy. Beyond GradeSpeed, teachers use an e-mail communication system called Evrits to share important assessment information with parents. In addition, progress reports are sent mid-way through each nine week grading period and report cards are sent at the end of each nine week grading period.

3. Sharing Lessons Learned:

Meigs faculty is continually recognized at the district, state, national/professional levels for sharing expertise.

On the district level, faculty members from Meigs have shared successful strategies in the following ways:

- Nine week syllabi from Meigs classrooms were shared with teachers from other schools
- Science teachers conducted a series of workshops to provide hands-on science kit training for 5th grade science teachers on the topics of cells and DNA; strategies shared included integrating math and science, relating common core literacy with science, and using the science kits to support science standards
- Our foreign language department utilized vertical teaming with Hume Fogg, sharing successful strategies that have worked with eighth graders moving to high school
- Our Media specialist shared and fielded questions to provide integrative literacy lessons with other media specialists
- Our Drama teacher coordinated the Metro Forensics League and mentored new teachers from up to twelve public and private schools.

Our Exceptional Education teacher at Meigs shared the following:

- Co-facilitated session for MNPS New Teachers
- Reviewed Special Education Law, LRE, and other information

- Assisted New Hires with a basic understanding and overview of the Department of Exceptional Education
- "Aligning IEPS to Academic Standards"
- Trained Department of Exceptional Education Leadership Team
- Facilitated training district wide to special education teachers

On the state level, Meigs faculty has shared successful strategies on a myriad of activities:

- Science teachers taught workshops to teachers of grades 4-8 from eight middle Tennessee counties using Legos in science, technology, engineering, and math
- Sixth grade math teacher taught workshops to teachers of grades 2-5 from six counties in middle Tennessee utilizing children's literature with math concepts. A second workshop was taught to teachers of grades 3-8 from three middle Tennessee counties on using Common Core standards embedded with a variety of mathematical practices incorporating a variety of mathematical concepts
- Science teacher -State Board of TSTA and Geological Conference, along Assisting with the local NSTA which will hold 2016 National Science conference in Nashville involved in developing programing for teachers of science K-12
- Latin teacher- State Vice-President of Tennessee Classical League with primary role of developing programs for teachers of classical languages

Meigs faculty has come to be viewed as a valuable resources and example for successful teaching pedagogies and strategies at the district, state, and national/professional levels.

4. Engaging Families and Communities:

Since Meigs is a magnet school drawing students from all across the 526 square miles of Davidson County, Tennessee, there are no geographical ties that bind our community. We have had to create the feeling of 'neighborhood' in a non-neighborhood school. Effective communication is the key. By employing a software system, Evrits, we are able to instantly communicate school happenings and important information to parents, students, and faculty through email, thereby assuring that everyone knows they are an integral part of the student's education and the school community.

Evrits allow us to publish a weekly e-newsletter. It contains kudos for students for both academic achievements and sports, PTO news that lists activities and countless opportunities to become involved, sports news, upcoming school events, school district news, and an event calendar.

In addition, Evrits allows us to create an infinite number of 'groups' easily which we use for directed communication to a sport's team roster, to a group of parent volunteers that have expressed interest in working in a focus area, to a certain class, to a specified grade level of either students or parents, to the members of a school club, or to faculty members. Communicating to targeted groups keeps people engaged.

Several school-wide projects have been accomplished through efforts of our student government, and our PTO, in conjunction with others in our geographical neighborhood. These groups put forth the effort and create bonds for student awareness and school improvement. For instance, our Meigs Student Council spearheads an annual Christmas gift drive which serves families at the nearby elementary school that has

a high free/reduced lunch population. Our students and their families donate hundreds of Christmas presents to the school who then delivers them to the identified families in need of cheer.
Our students and their families donated generously to a PTO-sponsored flood relief effort in May 2010 to assist the effected families in our school community. Through the PTO, our families donated over $12,000 of cash and goods, plus countless hours of hands-on labor to those 26 Meigs families who lived in the devastated parts of our county.

One project that has engaged our immediate neighborhood is the PTO-sponsored landscaping improvement to our campus. With $5,000 of seed money and a volunteer dad who is a landscape architect, we were able to install $15,000 worth of landscaping improvements(with favors and kindness tapped!) with trees, shrubs, perennials and annuals. We also worked with Hardaway Construction on this project, a business just one block from the school. One aspect of the project was to place 100 plant markers on the various specimens similar to those at Cheekwood Botanical Gardens. This engages our students' learning experiences as 5th graders do year-long nature journals, and Latin students learn more about proper plant names and common names. The many residents nearby appreciate the beauty of our campus and see it as an asset.

We are excited about an upcoming project that has us partnered with a non-profit group, Swing Higher Playgrounds, to create a recreational area on city property just behind our school that will allow our students to have focused physical activity during the school day. Our administration and PTO, with the approval of city government, will be working to bring elements to the play space that will be of interest and benefit to our students.

We also keep a link to our school's past by engaging with the Meigs Alumni Association. These are a group of individuals who graduated from Meigs prior to the magnet school status. They meet monthly here at the school and are our honored guests at the annual Black History Celebration put on by our students and related arts teachers every February. They have contributed a trophy case of memorabilia and a sponsored-brick sidewalk. We are working to expand their legacy and the school's rich history by creating a 'timeline' project that will combine faculty and students to make a visual display in one of our hallways as a permanent installation.

At Meigs, we are always tapping the talents of our teachers and parents to create ways to engage students, offer them more opportunities, and create a nurturing environment in which to learn. Creating a sense of a school 'family' is important.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Meigs students are required to take literacy, math, science, and social studies each year. In sixth, seventh, and eighth grades, students begin to have different course options in math based on ability level as evidenced by qualifying data. In eighth grade students have different course options based on choice and ability. *Some of these courses are high school credit courses.

Fifth Grade Core Courses
Literacy
Math
Science- Earth/Space, Life Science, Physical Science
Social Studies- U.S. History: Civil War-Present Day and Tennessee History

Sixth Grade Core Courses
Literacy
Advanced Math or Pre-Algebra
Science- Earth/Space, Life Science, Physical Science
Social Studies- Ancient Civilizations

Seventh Grade Core Courses
Literacy
Advanced Math, Pre-Algebra, or Algebra I*
Science- Life Science
Social Studies- Geography

Eighth Grade Core Courses
Literacy
Advanced Math, Algebra I*, Geometry*
Honors Physical Science*
Social Studies- U.S. History: Beginnings to 1877

Foreign Language Courses
All 8th grade students at Meigs take a level one foreign language class for high school credit.

Foreign Language Course Offerings:
Chinese
French
Latin
Spanish

Related Studies Courses

Meigs students participate in related studies courses every school day. Students in fifth, sixth, and seventh grades rotate through the related studies courses throughout the year. Students in fifth, sixth, seventh, and eighth grades can also participate in band, strings, or choir. These three courses are year-long. Eighth grade students have the opportunity to audition for advanced classes in related studies. Students attend the same advanced classes all year and do not rotate as in other grades in order to develop the chosen area of study.

Related Studies Course Offerings for Rotation:

Art
Computers
Drama
Music
Physical Education

Advanced Course Offerings:
Art
Computer
Drama
Multimedia Design
Physical Education
Select Choir

Other Related Studies Course Offerings:
Band
Choir
Strings

Throughout the school year, teachers in all grade levels use student performance data to plan instruction and curriculum in the classroom. This data comes from Discovery Education Assessments given three times a year, state formative and summative assessments as well as teacher designed materials. Using this data, teachers are able to identify areas of strength or weakness in subgroups or individuals and plan accordingly to meet the needs of those students. Teachers also meet across grade levels and subject areas to collaborate and align curriculum. This practice allows teachers to become familiar with the curriculum taught throughout the school and ensure continuity and consistency of instruction.

The fact that Meigs' curriculum offers classes for high school credit supports our students on their path to high school and college readiness. The rigor of the curriculum in the seventh and eighth grades also prepares students for their educational years ahead. In addition, teachers at Meigs frequently assign in-depth study projects that support academic standards as well as incorporate real-life challenges and connections that students may face in their careers. There are a variety of different projects at each grade level. In fifth grade, students create and participate in a "Centennial Exposition" that incorporates social studies standards. Fifth and sixth grade students participate in a Science Project Fair. The students in sixth grade also spend extensive time on National History Day projects as well as playing the Stock Market Game. Seventh grade students create poetry projects in addition to math projects that use critical thinking and problem solving skills. The eighth graders at Meigs create several projects throughout the year that incorporate both social studies and reading content. The students benefit from project-based learning by employing cognitive rigor and developing research skills, all of which will continue to progress in high school and beyond.

2. Reading/English:

Meigs literacy faculty's main focus is to prepare our students for the rigors they will encounter at their "pathway" school, Hume-Fogg Academic Magnet High School. This begins with vertical alignment of curriculum, instructional strategies, and assessments. The literacy teachers work together to develop goals and expectations for each grade level that scaffold over the course of four years. Eighth grade teachers initiate this by meeting with members of the English Department at Hume-Fogg. They relay the expectations to fifth, sixth, and seventh grade teachers and a sequential vertical alignment is produced based on Hume-Fogg expectations, benchmark assessments, and grade level goals.

All grade levels provide a literacy program that includes grammar, reading, research, thinking, writing, and speech. All of these literacy components intertwine together to ensure students have the necessary skills to become problem solvers in a rigorous academic education. A variety of instructional methods are

actively in place such as: direct teaching, cooperative learning groups, project-based learning, and student presentations. All students read a variety of fiction and non-fiction texts, and they routinely write analytical, expository, and narrative essays. Subsequently, students are determining importance of text, evoking images through the passages, inferring and creating meaning, and implementing high level questioning. We incorporate research performance tasks that include our speaking and listening standards. Students build on their research skills over the course of their four years. Research requires that students differentiate between credible and non-credible sources and use MLA standards; presentation of their research gives students an opportunity to integrate multimedia displays.

Our language standards are advanced through daily writing that is targeted to prepare students for state writing assessments. Specific grammar and vocabulary skills are taught in conjunction with writing. To ensure all learners' needs are being met, a variety of teaching techniques is used including directed teaching, heterogeneous learning groups, whole class discussion and debate; activities are varied to appeal to visual, aural, and kinesthetic learners, and technology is incorporated as a comprehension aid.

Like all schools we have students that struggle with a variety of literacy concepts. To help raise these students to levels of proficiency, several techniques are employed. Our literacy coach meets with readers we have identified as lacking specific skills in small reading groups. Literacy teachers are able to work one-on-one with struggling students during an Intervention period. Additionally, communication between all of our stakeholders is critical to our students' success, and we accomplish this through our online grading program and teacher web sites which provide students and their parents with classroom information.

3. Mathematics:

The Meigs Math Department is committed to improving the mathematics skills of all students. General mathematics courses aligned with the Common Core State Standards are offered at each grade level. To meet the needs of our large population of high-achieving students, we also offer advanced math to 6th graders, Algebra I to 7th and 8th graders, and Geometry to 8th graders. To determine the best placement for each individual student, we use teacher-designed placement tests, standardized test scores, and parent input. High-achieving students are also challenged as teachers plan lessons with our school's Encore teacher and as they participate in math competitions like Sumdog.
For students who perform at or below grade level, we offer the Think Through Math computer program that gives practice with each standard. Many faculty members offer tutoring time during lunch, at Intervention, or even after school. To create good foundational math skills for all students, our math teachers frequently participate in vertical teaming to identify any potential gaps in understanding and align teaching methods. We work hard to address the Seven Mathematical Practices and how to incorporate problem solving into each day's lesson. We also include writing in our math classes to encourage a deeper level of knowledge.

Math students at Meigs are instructed in a variety of ways. Teachers encourage small group explorations to introduce new topics, lead whole group discussions to provide thoughtful debate about mathematical concepts, and assign long-term projects to assess learning. Teachers make use of technology frequently in the classrooms whether it is a lesson involving an exploration on a TI-Nspire calculator, reinforcing foundational skills with an iPad application, or partnering with a local university to investigate mathematical concepts.

We know that our efforts are successful because we have been identified as a Level 5 school based on Tennessee's new evaluation system, and we have Value-Added gains above the growth standard in all grade levels but one. Last year in 2011-2012, 89% of our students scored Advanced or Proficient on the TCAP; 61.5% of whom scored Advanced. Our End of Course scores for Algebra 1 had 100% pass rate for high school credit. We have shown growth in the proficiency of our black students, Hispanic students, and students with disabilities. We are meeting our goal for students as they leave our school by equipping

them with the ability to think critically, problem solve, and express their mathematical thoughts in writing.

4. Additional Curriculum Area:

Our school's mission is "to provide a rigorous liberal arts curriculum that will allow our capable learners to perform at high standards of academic and social development." In all classes, Meigs students are pushed to go beyond standard expectations of middle school academics.

One subject area that fully supports our mission is foreign language. At Meigs, every 8th grader is required to take first-year Spanish, French, or Latin. Students who successfully complete this course receive one unit of high school credit, and they will take their second year of foreign language as high school freshmen. This is a course designed for high school students, which means that the Meigs 8th graders are performing above grade-level. Students must cover the same amount of material as older students and achieve the same degree of mastery, so that they will be prepared to advance the following year. By requiring foreign language of all students, and by offering three different languages, we give students the opportunity to complete as many as five years of language study before leaving high school. Last year, 80% of all AP French students at Hume-Fogg (all of whom took their first year of French at Meigs), passed the AP exam. Spanish and Latin students performed equally well.

Our school is one of the few public middle schools offering Latin. Most of our Latin students participate in the Junior Classical League, which competes at mid-state, state, and national levels. Our students regularly place within the top 5 percent at all three levels.

The foreign language curriculum includes not only vocabulary and grammar, but focuses extensively on culture, community, geography, politics and history, as well as critical thinking regarding global relationships. Students are encouraged to research broad topics relating to their language of study. Students compare and contrast their cultures and customs to others, discuss ways in which we can better understand each other, and expand their points of reference to include those from other nations. In order to encourage even deeper cultural connections, students have traveled internationally with their teachers to Europe, Central and South America. These experiences take our students well beyond the typical first-year foreign language curriculum.

5. Instructional Methods:

Teachers at Meigs offer a variety of instructional methods to reach our diverse student population. Opportunities to work independently, in small groups, and in partner exchange and peer review are a few of the ways students are offered the chance to work toward mastering content. Formative and summative assessments, not only through formal tests, but also through a diversity of projects and presentations, allow for creative student expression of learning. Teachers guide our students to high levels of achievement by modifying levels of questioning, examining and modifying the rigor of learning tasks, alternating and adding resources that supplement foundations or increase complexity of tasks, offering tutoring outside of instructional times, review of standardized testing data, and pre-assessment of content knowledge at the onset of new instructional units. Teachers frequently require a reflective component to student learning tasks that allow the student an opportunity to show synthesis of information and justification of problem solving involved in the learning task.

Our consulting teacher continually provides professional development to staff individually, in whole group, small group by grade level, and vertical teams by discipline to increase the rigor of performance tasks, use rubrics, and create assessments that better meet student needs. This level of professional development at the school level has started to provide a common language and understanding among educators. This has resulted in more consistency among vertical teams and subject levels.

Technology used to address our students' learning needs include the Apangea math program, Sumdog Math, Study Island, Stock Market Game, subscription research databases, LibGuides, LiveScribe, Googledocs, CPS response system, Quizlet, Twitter, Facebook, iPad applications, and Vernier sensors, to name a few. Teachers communicate to their students and parents through individual teacher web pages, as well as the school site email system, Evrits. Teachers use document cameras and LCD projectors to show media from Safari Montage, structure presentations through PowerPoint, Prezi, Internet sources and iPad applications. Students in several 5th and 6th grade classrooms work in collaboration with Vanderbilt University on two programs where students are involved in concept mapping and testing math applications and are challenged to design games.

Teachers and administrators at Meigs rely heavily on the results from standardized testing, benefit from district data coaches, in-services, and individual and group consultation with administration designed to assist in interpreting scores and moving our students to the next level of proficiency. Technology is used for student research and production on a daily basis. The school's computer lab, library, and five mobile PC and iPad carts are utilized daily for student work and presentation. Students are encouraged to bring their own devices to school for accessing the world-wide-web, databases offered through the library public access catalog, and the creation of individual and group work.

6. Professional Development:

In 2008- 2009, Meigs gained a literacy coach to direct reading assessments and provide support in reading, learning, and instruction using the Comprehensive Literacy model. In 2009 – 2010, the position became consulting teacher and responsibilities included leading regular professional development for the whole faculty. The Meigs professional development focus was Writing Across the Curriculum in monthly faculty meetings and the district mandated TCAP writing practice.

Since Meigs has had an instructional coach from 2008 – 2013, this past year has shown the most growth in teacher use of strategies and concepts shared in PD settings because of regularly scheduled meetings with built –in expectations, time for teacher practice and feedback, and built-in teacher choice. The difference has been the keen focus from the district on Common Core standards, the clear purpose and direction from both administrators, and the regular follow-up and accountability in small group and individual PD settings.

Research indicates that best practices for professional development involve regular follow-up for teachers in small groups where there is trust, accountability, and opportunities for choice and refinement. Meigs' professional development is three-tiered: whole group, small group, and individual teacher professional development. Whole group sessions feature big ideas, while small groups and individual teacher sessions are designed for follow-up, accountability, and refinement of best practices. Individual professional development is also based on teacher choice and/or specific data results.

Whole group professional development sessions have included Common Core related items and other school support trainings: identifying, creating and assessing performance tasks, creating and refining rubrics with clear learning targets; creating, instructing and assessing argumentative and opinion writing; practicing math constructed response/justification; learning about text complexity and close reading; how to justify your answer through speaking and listening skills; autism training, and Grading for Learning, and identifying and applying rigor to instruction and tasks.

Small group professional development has included grade level meetings to look at student work and to follow the tuning protocol. We also differentiate PD based on subject area. Meigs has regular literacy and numeracy meetings to bring focus and support among teachers with types of assessments and instructional strategies; sessions have included performance task practice and how to create text dependent questions for close reading. There is also a technology team that provides modeling and other supports to teachers and classes of students.

Individual PD sessions have included using data to determine a next step in instruction; how to model a specific lesson or strategy; Project Based Learning planning; identifying and creating learning targets; rubric-creation; creating writing units and writer's workshop lessons; resources to raise the rigor of instruction in social studies, numeracy, science and literacy; and providing feedback before and after a lesson.

The PD at Meigs is built on a foundation of best practices both in the content and in the roll-out. It also continues to be developed and refined with both district mandates in mind and what is best for teachers and students.

7. School Leadership:

Shared leadership, a focus on student and teacher growth, and a culture of respect are the key components of the Meigs leadership philosophy. These components guide how the school is structured, how decisions are made, and how the various stake holders at Meigs interact with each other. Leadership at Meigs is shared with the faculty, students, and parents through various committees and teams. Shared leadership helps our school make better decisions, and it increases the buy-in of the decisions we make. The school leadership team is the main body that helps to ensure that our policies, programs, relationships, and resources focus on student achievement. The school leadership team is comprised of a teacher from each grade level, a teacher from our related arts courses, a school counselor, our consulting teacher, our vice principal, and our executive principal. The leadership team meets on the third Thursday of each month to review school improvement implementation, to share faculty questions or concerns, to generate solutions or ideas, and to review achievement data and upcoming events. Since our goal is to increase the achievement of all students in all subjects, our Leadership Team is currently working on a plan to utilize a newly generated student achievement growth report to guide teacher professional development and student intervention and remediation. In addition to the Leadership Team, Meigs has a Discipline Committee and a Technology Committee that meet at least once every nine weeks to create programs and systems that are supportive of students' learning.

The Meigs staff believes a culture of respect is vital to creating an atmosphere where students and teachers are willing to take risks and share ideas. This type of atmosphere helps to increase student achievement. From the beginning of the year, our principal makes it clear to parents, faculty members, and students, that there may be times when we have disagreements, but it is never alright to be disrespectful. To incentivize respectful behavior, the Discipline Committee has developed a system where students are given Meigs Moolah by any staff member for helping or assisting another person in the building or community. This currency can be cashed in for various concession items or used as a ticket for weekly raffles. To curb disrespectful behavior, the Discipline Committee has developed a revised discipline plan with clear consequences for common problems. When visiting Meigs, the respectful culture is noticeable.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: TCAP

Edition/Publication Year: ANNUALLY Publisher: EDUCATION MEASUREMENT GROUP OF PEARSON

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	88	83	83	100	100
ADVANCED	57	39	45	95	95
Number of students tested	170	169	168	176	177
Percent of total students tested	99	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	86	81	69	100	100
ADVANCED	47	33	35	90	90
Number of students tested	43	48	48	39	39
2. African American Students					
Proficient/Advanced	82	75	67	100	100
ADVANCED	40	18	21	89	89
Number of students tested	45	51	57	47	47
3. Hispanic or Latino Students					
Proficient/Advanced			Masked		
ADVANCED			Masked		
Number of students tested			7		
4. Special Education Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
6. Asian					
Proficient/Advanced	83	100	92	Masked	Masked
ADVANCED	67	53	62	Masked	Masked
Number of students tested	12	17	13	6	6

NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Beginning in 2009-2010 school year, the state changed (increased) the standards and proficiency levels of our standardized tests (TCAP). Some subgroups are blank due to the low number of students in that subgroup, resulting in no data reported from the state for that subgroup.

13TN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: TCAP

Edition/Publication Year: ANNUALLY Publisher: EDUCATION MEASUREMENT GROUP OF PEARSON

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	98	97	95	100	100
ADVANCED	31	31	21	95	95
Number of students tested	170	169	168	176	177
Percent of total students tested	99	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	98	98	92	100	100
ADVANCED	23	29	13	87	87
Number of students tested	43	48	48	39	39
2. African American Students					
Proficient/Advanced	98	96	93	100	100
ADVANCED	16	22	11	92	92
Number of students tested	45	51	57	47	47
3. Hispanic or Latino Students					
Proficient/Advanced			Masked		
ADVANCED			Masked		
Number of students tested			7		
4. Special Education Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
6. Asian					
Proficient/Advanced	92	100	100	Masked	Masked
ADVANCED	42	53	39	Masked	Masked
Number of students tested	12	17	13	6	6

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested. Beginning in 2009-2010 school year, the state changed (increased) the standards and proficiency levels of our standardized tests (TCAP). Some subgroups are blank due to the low number of students in that subgroup, resulting in no data reported from the state for that subgroup. Also, we had 100% of our 5th and 8th grade students score proficient or better (scoring 4+ out of 6) on the 2012 TCAP Writing Assessment.

13TN3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: TCAP

Edition/Publication Year: ANNUALLY Publisher: EDUCATION MEASUREMENT GROUP OF PEARSON

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	94	86	86	100	100
ADVANCED	64	53	47	97	92
Number of students tested	170	174	193	178	178
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	94	79	73	100	100
ADVANCED	60	36	39	96	96
Number of students tested	47	47	41	27	27
2. African American Students					
Proficient/Advanced	90	74	82	100	100
ADVANCED	51	30	30	92	92
Number of students tested	48	54	44	48	48
3. Hispanic or Latino Students					
Proficient/Advanced		Masked	86		
ADVANCED		Masked	57		
Number of students tested		7	14		
4. Special Education Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
6. Asian					
Proficient/Advanced	100	93	83	Masked	Masked
ADVANCED	71	64	58	Masked	Masked
Number of students tested	14	14	12	9	9

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
Beginning in 2009-2010 school year, the state changed (increased) the standards and proficiency levels of our standardized tests (TCAP). Some subgroups are blank due to the low number of students in that subgroup, resulting in no data reported from the state for that subgroup.

13TN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: TCAP

Edition/Publication Year: ANNUALLY Publisher: EDUCATION MEASUREMENT GROUP OF PEARSON

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	96	98	98	100	100
ADVANCED	35	31	30	96	96
Number of students tested	170	174	193	178	178
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	98	98	95	100	100
ADVANCED	21	21	12	89	89
Number of students tested	47	47	41	27	27
2. African American Students					
Proficient/Advanced	94	98	96	100	100
ADVANCED	19	15	18	96	96
Number of students tested	48	54	44	48	48
3. Hispanic or Latino Students					
Proficient/Advanced		Masked	100		
ADVANCED		Masked	21		
Number of students tested		7	14		
4. Special Education Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
6. Asian					
Proficient/Advanced	100	93	100	Masked	Masked
ADVANCED	64	64	33	Masked	Masked
Number of students tested	14	14	12	9	9

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
Beginning in 2009-2010 school year, the state changed (increased) the standards and proficiency levels of our standardized tests (TCAP). Some subgroups are blank due to the low number of students in that subgroup, resulting in no data reported from the state for that subgroup.

13TN3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: TCAP

Edition/Publication Year: ANNUALLY Publisher: EDUCATION MEASUREMENT GROUP OF PEARSON

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	98	86	87	100	100
ADVANCED	73	46	48	98	98
Number of students tested	155	194	172	166	166
Percent of total students tested	92	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	97	80	78	100	Masked
ADVANCED	58	35	33	93	Masked
Number of students tested	34	46	27	15	9
2. African American Students					
Proficient/Advanced	96	78	71	100	100
ADVANCED	54	24	27	96	96
Number of students tested	35	45	41	28	28
3. Hispanic or Latino Students					
Proficient/Advanced		86			
ADVANCED		71			
Number of students tested		14			
4. Special Education Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
6. Asian					
Proficient/Advanced	Masked	92	Masked	100	100
ADVANCED	Masked	58	Masked	100	100
Number of students tested	6	12	6	12	12

NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Beginning with the 2011-2012 school year, students in Algebra I did not take the math portion of the TCAP assessment. Beginning in 2009-2010 school year, the state changed (increased) the standards and proficiency levels of our standardized tests (TCAP). Some subgroups are blank due to the low number of students in that subgroup, resulting in no data reported from the state for that subgroup. Also, we had 100% of our Algebra I students score Proficient or Advanced on the Algebra I End of Course exam.

13TN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: TCAP

Edition/Publication Year: ANNUALLY Publisher: EDUCATION MEASUREMENT GROUP OF PEARSON

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	96	95	95	100	100
ADVANCED	41	42	41	96	96
Number of students tested	169	194	172	166	166
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	91	87	89	100	Masked
ADVANCED	34	20	37	93	Masked
Number of students tested	35	46	27	15	9
2. African American Students					
Proficient/Advanced	92	87	93	100	100
ADVANCED	27	24	29	100	100
Number of students tested	48	45	41	28	28
3. Hispanic or Latino Students					
Proficient/Advanced		100			
ADVANCED		36			
Number of students tested		14			
4. Special Education Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
6. Asian					
Proficient/Advanced	100	83	Masked	100	100
ADVANCED	44	58	Masked	92	92
Number of students tested	16	12	6	12	12

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
Beginning in 2009-2010 school year, the state changed (increased) the standards and proficiency levels of our standardized tests (TCAP). Some subgroups are blank due to the low number of students in that subgroup, resulting in no data reported from the state for that subgroup.

13TN3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: TCAP

Edition/Publication Year: ANNUALLY Publisher: EDUCATION MEASUREMENT GROUP OF PEARSON

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	60	94	68	100	100
ADVANCED	22	67	31	93	93
Number of students tested	116	172	189	161	161
Percent of total students tested	60	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	48	94	59	100	100
ADVANCED	10	44	14	89	89
Number of students tested	31	34	29	18	18
2. African American Students					
Proficient/Advanced	40	92	56	100	100
ADVANCED	7	46	13	84	84
Number of students tested	27	37	48	32	32
3. Hispanic or Latino Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
6. Asian					
Proficient/Advanced	Masked	Masked	Masked	100	100
ADVANCED	Masked	Masked	Masked	100	100
Number of students tested	6	6	8	14	14

NOTES: Masked indicates data were not made public because fewer than 10 students were tested.
Beginning in 2009-2010 school year, the state changed (increased) the standards and proficiency levels of our standardized tests (TCAP). Also, for the 2011-2012 school year, Algebra students did not take the math portion of the TCAP assessment. Some subgroups are blank due to the low number of students in that subgroup, resulting in no data reported from the state for that subgroup. Also, we had 100% of our Algebra I students score Proficient or Advanced on the Algebra I End of Course exam.

13TN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: TCAP

Edition/Publication Year: ANNUALLY Publisher: EDUCATION MEASUREMENT GROUP OF PEARSON

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	93	97	95	100	100
ADVANCED	45	36	51	99	99
Number of students tested	192	172	189	161	161
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	83	94	90	100	100
ADVANCED	25	18	38	94	94
Number of students tested	48	34	29	18	18
2. African American Students					
Proficient/Advanced	88	97	92	100	100
ADVANCED	21	11	35	97	97
Number of students tested	43	37	48	32	32
3. Hispanic or Latino Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
ADVANCED					
Number of students tested					
6. Asian					
Proficient/Advanced	100	Masked	Masked	100	100
ADVANCED	50	Masked	Masked	100	100
Number of students tested	12	6	8	14	14

NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Beginning in 2009-2010 school year, the state changed (increased) the standards and proficiency levels of our standardized tests (TCAP). Some subgroups are blank due to the low number of students in that subgroup, resulting in no data reported from the state for that subgroup. Also, we had 100% of our 5th and 8th grade students score proficient or better (scoring 4+ out of 6) on the 2012 TCAP Writing Assessment.

13TN3